



cde

Gifted Education Unit



Reference Series



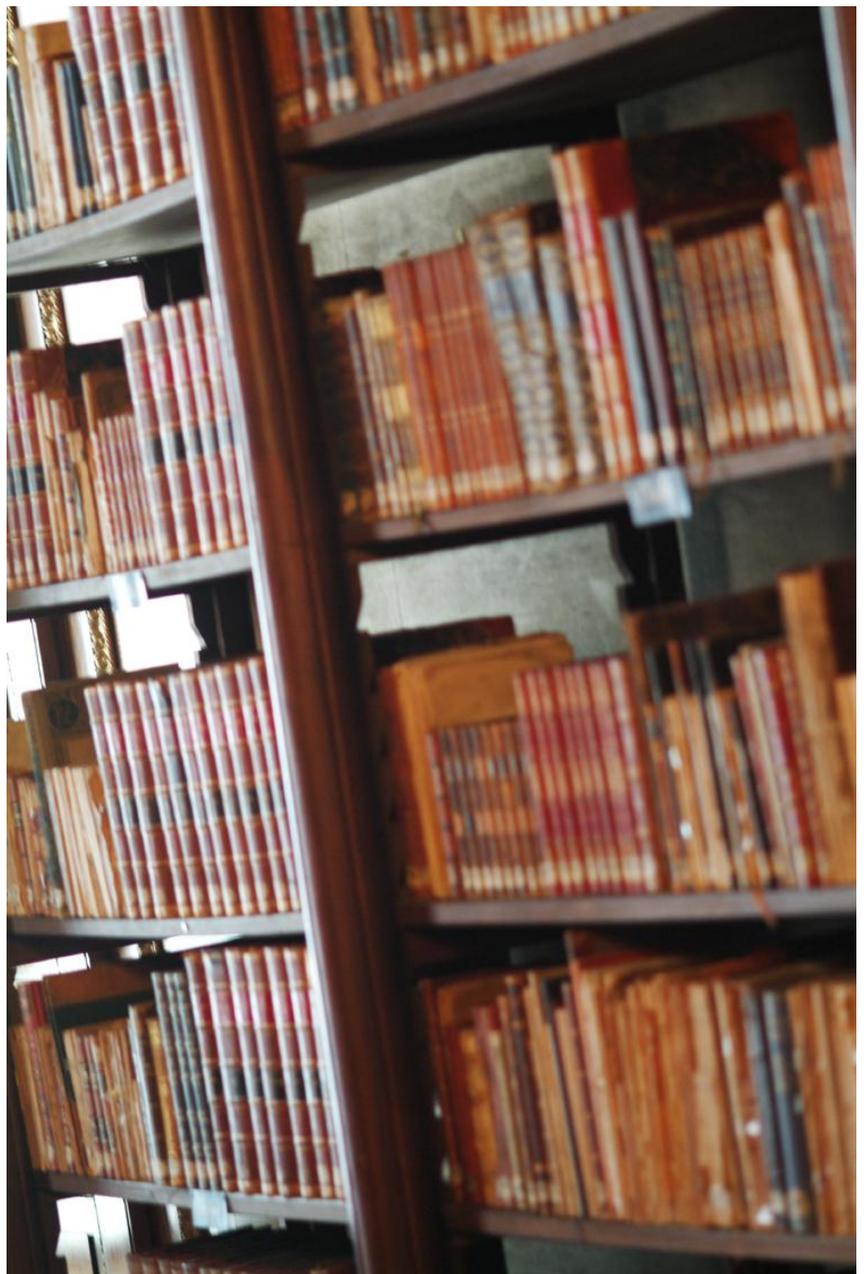
Gifted Education in Rural and Small Districts



Gifted Student Learning and Growth

Ensured by needed provisions and advocacy.

The Reference Series are small packets of information regarding topics relevant to statewide improvements in gifted program designs or gifted student achievement. The Series is a quick way for implementers of gifted programming and the public to gain an initial understanding of the topic. Representatives of the gifted education directors' network select the topics based upon immediate need or legislation that requires a tutorial for building statewide understanding and implementation.



The overview of the gifted education topic will be described in terms of definition, description or characteristics, resources, assessments, common tips or evidence based practices in relation to the topic. Examples of methods or tools referenced in the series are not exclusive. If legislation is the topic, the purpose is to clarify the law and procedures for implementation. The authors encourage further study and application of the particular topic.

TABLE OF CONTENTS

Powerpoint: Meeting the Needs of Colorado’s Gifted	3
<p>An overview of gifted education in Colorado with a focus on small and rural districts. Useful for parents, community members, or other stakeholders new to gifted education.</p>	
Meeting State Performance Plan Indicators	15
<p>Ideas to help small and rural districts overcome difficulties in providing differentiated or advanced instruction, creating Advanced Learning Plans, providing professional development, and monitoring student progress through the creative use of technology, CDE resources, and community stakeholders.</p>	
Possible Solutions to Common Challenges	26
<p>Ideas to help small and rural districts turn challenges (small class sizes, limited funds, small staff) into strengths for gifted education programs.</p>	
Q&A: Spending Gifted Funds in Small Districts	32
<p>Answers to frequently asked questions about how gifted education funds may be spent.</p>	
Appendix	35
List of Districts by Setting	36
List of Districts by Size	38
Gifted Education Integrated with RtI in Rural Districts	41
4-H International Exchange Programs	42
Bibliography	45

POWERPOINT: MEETING THE NEEDS OF COLORADO'S GIFTED AND TALENTED



Meeting the Needs of Colorado's Gifted Students in Small Districts and Rural Areas

An Overview

Colorado Department of Education
Gifted Education Unit

Defining Rural

The problem of defining "rural" is not new. People know when they are rural, but such perception does not satisfy demographers, policymakers, or educational researchers. After all, difficult policy decisions have to be made and resources have to be allocated on some quantifiable basis. Numbers, however, miss the essence of what it means to be rural, and seldom satisfy those on the receiving end of the definition. Rural people know that rural Maine is not like rural Texas, which in turn is not like rural Georgia or Alaska.

"Rural"—A Concept Beyond Definition?
Betty Rose Rios

Community Types Definitions

From the National Center for Education Statistics

- **Central City:** A city with a population of 50,000 or more that is a central city of a Metropolitan Statistical Area
- **Urban fringe:** An area within an MSA of a central city and defined as urban by the Bureau of the Census but which does not qualify as a city
- **Large town:** a town not within a MSA, having a population of 25,000 or more
- **Small town:** A town not within an MSA, having a population between 2,500 and 24,999



Rural Definitions



- **Rural Town: Fewer than 2,500 is considered rural** (U.S. Bureau of Census)
- **Frontier County: Smallest and most geographically isolated communities in the United States** (National Center for Frontier Communities)

Colorado “Frontier” Counties

- Baca Las Animas
- Bent Lincoln
- Cheyenne Mineral
- Costilla Moffat
- Custer Rio Blanco
- Dolores Saguache
- Gunnison San Juan
- Hinsdale San Miguel
- Huerfano Sedgwick
- Jackson Washington
- Kiowa Yuma
- Kit Carson



Colorado’s perspective

- 42 of Colorado’s 64 counties are rural
 - 23 of those counties are “Frontier”
 - They make up 43% of Colorado’s land mass and 3% of the state’s population
- 12 more micro-politan and ag/urban counties have significant rural and urban characteristics

Colorado Rural Development Council

You Are Not Alone



Nationally

- 40% of American schools are considered rural
- 30% of American children go to them

National Research Center on Rural Education Support [NRCRES], 2005)

In Colorado

- Of 178 Colorado school districts
 - 28 have populations from 601-1,200
 - 36 have populations from 301-600
 - 51 have populations of 300 or less

Ironically, rural America has become viewed by a growing number of Americans as having a higher quality of life not because of what it has, but rather because of what it does not have!

Don A. Dillman

Regents Professor and the Thomas S. Foley Distinguished Professor of Government and Public Policy in the Departments of Sociology and Community and Rural Sociology at Washington State University.

Rural Strengths in Education

- Real rural education is defined by these characteristically rural strengths:
 - A lack of distinction between what belongs in school and what belongs in the community
 - A kind of generalism which expects people to do whatever they are able without filling specialized roles or performing strictly age-graded functions
 - Close and supportive ties between families and schools
 - A sense of comfort and cooperative spirit among school children
 - Rural independence and self-reliance translated into the school setting

Dunne, Faith. "Is There Such a Thing as Rural Education? A Portrait of the Small Rural School."

Rural Strengths in Education

University of Iowa survey of rural educators

- Higher level of child-adult contact
- More individualized learning
- Learning through community involvement



Rural Strengths in Education

- Small student bodies so everyone can participate in most activities
- Tend to be supportive and close knit
- Community members are accustomed to adapting available resources
- Community membership tends to be stable

The Challenges of Being Gifted in a Rural Community, Duke Gifted Letter

Rural Strengths in Education

- Multi-age classrooms are often in place which does not take a huge change in thinking for teachers to adapt to multi-aged clustering
- Smaller systems have fewer decision-makers that can lead to more latitude in accommodating needs – not as much red tape to go through. (Joan D. Lewis; [Challenges of Educating the Gifted in Rural Areas](#))
- Schools tend to be safe
- The community often values education

“Ironically, the potential strengths identified...can also be [challenges], depending on the dynamics within the community.”

The Challenges of Being Gifted in a Rural Community
Duke Gifted Letter

Possible Challenging Dynamics of Small/Rural Districts

- Each grade level may have few students, hence fewer gifted students
- Limited resources
- Community demographics might hinder nurturing gifted individuals

Possible Challenges

- Each grade level may have few students, hence fewer gifted students



How Districts Meet the Challenge



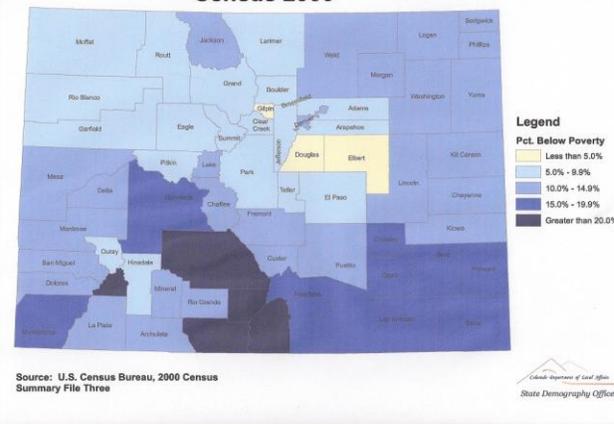
- Structures for delivery
- Differentiated Instruction
- Solicit parent and community involvement
- Collaborate to bring gifted students together

Possible Challenges

- Limited resources
 - Rural areas tend to have higher poverty rates; especially Frontier Counties



**Percent of Persons Below Poverty By County
Census 2000**



For a summary of Free/Reduced Lunch Eligible students by district, visit :
<http://www.cde.state.co.us/cdereval/download/spreadsheet/2008PM/pk12freeandreducedluncheligibilitybycountyanddistrict.xls>

Systemic Equalizers

- Give students from poverty access to the same high-level curricular and pedagogical opportunities and high expectations as their wealthy peers.
- Develop curricula that are relevant and meaningful to our students' lives and draw on their experiences and surroundings.
- Fight to get our students into gifted and talented programs and to give them other opportunities usually reserved for economically advantaged students and to keep them from being assigned unjustly to special education

"The Question of Class" by Paul C. Gorski
Teaching Tolerance magazine [Number 31, Spring 2007](#)

Staffing Challenges of Limited Resources

- More teachers teaching outside their areas of certification [and wearing multiple job responsibility "hats"]
- Larger numbers of teacher vacancies
- Fewer experienced teachers
- Often a serious teacher and administrator turnover [stepping stone to larger districts]
- Lower salaries

"The Question of Class" by Paul C. Gorski
Teaching Tolerance magazine [Number 31, Spring 2007](#)

How Districts Meet the Challenge

General Education

- Alternative licensure
- Four-day week



Gifted Education

- Teacher incentives for professional development
- Stipends for those working with the gifted
- BOCES mini grants for innovative gifted programming in districts
- Use of technology for professional development

Materials and Equipment Challenges of Limited Resources

- May have inadequate facilities and classroom materials
- More likely than wealthier counterparts to be subjected to less rigorous curricula

"The Question of Class" by Paul C. Gorski
Teaching Tolerance magazine [Number 31, Spring 2007](#)

How Districts Meet the Challenge

- Use funds effectively
- Seek additional funding sources
- Use technology to their advantage



Possible Challenges

- Community demographics may hinder nurturing gifted individuals



How Districts Meet the Challenge



- Build support groups outside of class time
- Build affective and career education into regular classroom activities
- Use quality reading materials to guide affective development
- Solicit support from community
- Integrate appropriate counseling goals into Rtl process

Building sense of urgency

Fewer students from rural areas attend college than students from metropolitan areas – this discrepancy has tripled since 1960.

Joan D. Lewis; [Challenges of Educating the Gifted in Rural Areas](#)

Where to begin?



Susan Assouline, Ph.D., Associate Director of The Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development at the University of Iowa

- Find the student's instructional level and provide instruction at that starting point
- Monitor instructional pacing needs
- Accelerate in the area of strength with a continued emphasis on appropriate pacing



- Bring gifted students together for direct instruction; and/or other peer activities (in real time or with technology)
- Summer opportunities and mentors supplement learning and motivation in the gifted area



- Look for online coursework, especially in higher grades, if it is not available on campus
 - giftedkidsnetwork.com
 - **Challenging** college courses
 - Stanford Education Program for Gifted Youth
 - Brigham Young University
 - University of Nebraska



- Use available technology for all aspects of gifted education (see [Challenges of Educating the Gifted in Rural Areas](#) by Joan D. Lewis; Prufrock Press.
- Study abroad opportunities—especially good for verbally gifted students (see [Programs and Services for Gifted Secondary Students](#) edited by Felicia A. Dixon, 2009, and 4H Colorado International Programs "The Global Connections" brochure)

[

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Calvin Coolidge

We cannot do everything at once, but we can do something at once.



Where will you begin?

Meeting State Performance Plan (SPP) Indicator Goals In Rural Areas



SPP Indicator 1: 100% of administrative units will progress toward locally determined targets for gifted student achievement in reading, writing, and/or math.

SPP Indicator 2: 100% of gifted students in the district will have Advanced Learning Plans (ALPs) by December 2009.

- Accountability and record keeping
 - In a BOCES, all Sped, student records are kept centrally at the BOCES. Currently, ALPs and Body of Evidence/Student Profile records are kept at the building level, separate from cum files. Cum files are tagged to indicate that personnel need to look for gifted records.
 - Student registration forms need to include a place to indicate that the student is identified as gifted. This information needs to be added into the student data system and distributed to the building coordinator.
 - Districts need to maintain ALP records and be able to report annually to the BOCES that ALPs have been reviewed for each identified student.
 - Social/emotional goals need to include in the ALP.
 - Ongoing progress monitoring of ALP student goals at least once a year, preferably twice at fall and spring parent teacher conferences and more often if necessary, needs to be done.
 - Year-end review of ALP goals and re-setting of goals for ensuing year should be done.
 - Student self-evaluation of progress on goals is part of the review process.

SPP Indicator 3: 100% of administrative units will name and use assessments other than grade level CSAP to measure gifted student learning when gifted students consistently ceiling the CSAP assessment.

- Assessments
 - Pre-assessments
 - District tests (AIMSweb®, NWEA, Star Reading and Math)
 - Teacher-prepared pre-tests
 - Student demonstrations and discussions
 - Standardized tests
 - Teacher observations and checklists
 - End of unit tests
 - Information from cumulative files or school personnel
 - Formative
 - Student work or products evaluated with use of rubrics

- Journals
- Assignments
- Quizzes
- District tests
- Discussions
- Interviews
- Summative
 - Commercial Assessments
 - District tests/assessments – for areas such as writing and reading
 - Demonstrations
 - Projects
 - Presentations
 - Portfolios

SPP Indicator 4: 100% of administrative unit program plans will implement tiered programming interventions/options for each category of giftedness.

- **Delivery Structure**

- Small schools and districts, in many cases, are better able to communicate and problem-solve for unique needs of students due to their size. Small districts have the opportunity to use more creative solutions in programming for students.
- Some solutions include: (* indicates the most effective intervention as measured by achievement gains.)
 - *Clustering for special needs and interests
 - Flexible multi-age cluster groups K-8
 - Whole school cluster grouping
 - Clustering at one grade level
 - Cross-grade level grouping
 - Flexible small ability groups within the classroom – organized by:
 - **Interest:** Research an aspect of a unit topic of interest. Incorporate student interests into options for a final product.
 - **Learning Profile:** Students could access the same or very similar content through various means (reading, writing, listening, discussing, exploring, etc.). It might be possible to offer students a choice of how they make sense of unit information or practice the skills.
 - **Readiness:** Scaffolding instruction, learning extensions, mini-lessons, tiered instruction

- Peer tutoring by students with similar interests
 - Mentorships and apprenticeships
 - Resource room pull-out or “push-in”
 - Afterschool clubs
 - School-within-a-school
 - At higher levels: On-line coursework, distance learning, dual-enrollment, study abroad
 - Ability group content-specific distance learning classes (i.e. put all GT math students together in same math class)
 - Supplement with:
 - Activities and competitions (with school/district coaching) for content and affective development)
 - Pool gifted students from across geographical areas for Saturday, summer, and weekend events
 - Opportunities for students to display and publish products
 - Special summer residential programs for students
 - Use of technology for activities such as virtual field trips- www.virtualfreesites.com/tours.html
- **Differentiated Instruction**

Differentiating Instruction is a response to learner’s needs. It is essential to begin DI by assessing the student’s readiness and interests. Acceleration, curriculum compacting and integration of higher order thinking skills are no-cost evidence-based strategies that promote achievement in gifted students.
(* indicates the most effective interventions as measured by achievement gains.)

 - Content
 - *Acceleration (content specific or whole grade)
 - *Curriculum Compacting
 - Tiering to provide continual learning and growth in area/s of strength – includes content enhanced through novelty, depth and complexity
 - Process
 - Higher Order Thinking Skills – critical, creative and reflective
 - Learning contracts
 - Problem Based Learning
 - Learning Centers
 - Increased Instructional Pacing

- Product
 - Use multiple ways to present what has been learned
 - Open-ended tasks
 - Authentic/real world problems with expert reviewers
- Content Extensions - in Identified Areas of Strength

Content extension is the process of extending the curriculum **beyond** what is typical or expected in a class or grade level. Content extensions include depth, complexity, and novelty.

 - **Depth:** Requires greater elaboration and involves learning from :
 - Concrete to abstract
 - Familiar to unfamiliar
 - Known to unknown
 - Literal to synthesized
 - **Complexity:** Focuses on:
 - Varying perspectives
 - Issues, problems, and themes
 - Conceptual learning
 - **Novelty:** Provides opportunities to:
 - Interpret meaning and give personal insights,
 - Use non-traditional study methods
 - Approach content through inquiry, experimentation, invention, and exploration
 - Synthesize information using irony, paradox, and metaphors

- **Content Options**

Content options should provide for continual learning and growth in the students' specific area/s of strength. The content options presented in the 3-Tiered Model in Gifted Education Guidelines and Resources – Volume II: Programming pp. 55-89 from Colorado Department of Education, lists specific options based on ascending intellectual demand. Selection of specific programs to use by rural schools can help promote continuity of programming for gifted students.

- **Affective Guidance**

Affective Guidance is the process of addressing the social, emotional and behavioral needs of the child that go beyond academics.

- Social/emotional strategies
 - Lunch Bunch for addressing personal and social issues – support group

- Individual or small group counseling
- Building self-advocacy skills
- Learning Environments that encourage risk-taking
- Recognizing and valuing individual strengths
- Teaching conflict-resolution strategies
- Implementing activities from “When Gifted Kids Don’t Have All the Answers” and “Helping Gifted Children Soar”
- Through RTI process, include appropriate SE/Counseling goals in ALP as needed.
- Research possible career options early in school career
- Locate mentors in community and role models for career exploration opportunities
- Use technology for counseling groups through Web-based options such as www.polycom.com, NetMeeting, Skype Web conferencing, ooVoo Web conferencing at www.oovoo.com . The counselor controls access to group and these audio-visual meetings occur in real time.

• **Models for Programming for Gifted Learners**

In rural settings a school or district may choose to adopt a model of programming that can serve the unique needs of their gifted population and can often be addressed with limited resources.

- Schoolwide Enrichment Model (SEM) – Joseph Renzulli
This model emphasizes providing advanced-level enrichment opportunities for students in areas that are strengths and interests of the student. Type III activities are especially appropriate for gifted learners. <http://www.gifted.uconn.edu/sem/>
- Integrated Curriculum Model (ICM) – Joyce VanTassal-Baska
This is the theoretical basis for the materials created at the College of William and Mary Center for Gifted Education. It emphasizes advanced content, higher level processes and products and themes that are interdisciplinary. <http://cfge.wm.edu/curriculum.htm>
- Autonomous Learner Model (ALM) – George Betts
This model has five dimensions: an orientation to giftedness, individual development including learning skills and career development, enrichment activities, seminars and in-depth studies. <http://www.alpspublishing.com/alm.html>
- Analyzing Human Activities Model – (AHA! Model™) – Roger Taylor
This model is used in the design of differentiated, integrated, and interdisciplinary curriculum to meet the needs of gifted students. <http://www.rogertaylor.com/>

- Multiple Intelligences - (MI) – Howard Gardner
This model based on seven areas of intelligence can be adapted for any learner, subject domain, or grade level.
<http://www.howardgardner.com/MI/mi.html>
- The Maker Matrix – June Maker
This model is used for curriculum planning and assessing learner problem-solving abilities.
<http://www.discover.arizona.edu/>
- Parallel Curriculum Model - (PCM) – Carol Ann Tomlinson
This model uses four parallels singly or in combination: core curriculum, curriculum of connections, curriculum of practice and curriculum of identity.
<http://www.nagc.org/index.aspx?id=1069>

SPP Indicator 5: Beginning with the 2010-2011 school year, every administrative unit shall employ or contract with a person who is responsible for management of the program plan, and professional development activities.

- Administration of the SPP could be a portion of a person’s assigned duties at a BOCES – look for people who have been working with the gifted education teams in the AU and have been participating in professional development in gifted education – school psychologists, Special Education personnel or professional development coordinators
- Look for retired teachers, principals, superintendents or specialists in gifted education from your local community to contract with for this position

SPP Indicator 6: To improve and enhance the skills, knowledge and expertise of teachers and other personnel who provide instruction and support services to gifted students; and to increase, to the extent practicable, the number of qualified personnel providing instruction to gifted students.

- Keep AU’s and districts informed about any programs that are available for endorsement
- Explore options for creating cadres of teachers to work together to obtain endorsement in gifted education

SPP Indicator 7: 100% of Administrative units will provide professional development in gifted education.

- Teacher incentives for professional development
 - Free graduate credit through GERC/AU funds for gifted classes
 - Matching funds through higher ed or AU for endorsement or master’s degree
 - Release days for planning (gifted or matching funds)
 - Provide funds for teachers to attend gifted conferences (CAGT, NAGC, workshops, etc.)
 - Stipends to do gifted work
 - BOCES mini grants for innovative gifted programming in districts
 - Incentives by district to become qualified in gifted education and move up pay scale by completing, e.g. 8 semester hours of Javits online classes
 - Fee paid to teach CDE online modules for AU (Facilitator must have TOT and hold master’s degree to be able to do this for the regions.)
 - Scholarship options for credit through Colorado Academy for Educators of the Gifted, Talented, and Creative (CAEGTC)
- Social/emotional needs of gifted professional development options
 - Affective Guidance module (1 credit hour, on-line or kit)
 - “When Gifted Kids Don’t Have All the Answers” and “Helping Gifted Children Soar”
 - Staff meetings: Provide small “sound bites” of information, ongoing (handouts, links, resources) regarding SE needs of Gifted & Career Fairs
 - “Gifted Learner” on-line module (GT 101)
 - Share with staff importance of career-planning; identify student interests and passions
 - Help them provide exposure to career blending where 2-3 specialties are merged into one career
 - Promote using computer and Internet resources such as WebQuest or ACT Discover to help students take virtual field trips to investigate different careers that may not be available in their area
 - Encourage/support teachers who “roll in” career-explorations/planning into content-specific lesson plans and units
 - SENG training for facilitators

SPP Indicator 8: 100% of administrative units will demonstrate close proximity in racial and ethnic representation in the gifted population compared to the administrative unit’s total enrollment.

- A “wide net” screening approach is good with at least one grade level and often more (e.g. grades 3, 6, and 9). This would mean administering an aptitude test and/or observational screening tool to every student in that grade level.

- CogAT
- Naglieri
- Observational tools such as TOPS from USTARS and KOI
- RtI process information
- It is important that staff members understand the characteristics and behaviors of students from low socio-economic backgrounds and specifically the characteristics and behaviors that might manifest themselves in gifted students.
- It is important that staff members understand the characteristics and behaviors of students from low socio-economic backgrounds and specifically the characteristics and behaviors that might manifest themselves in gifted students.
- As rural schools are often diverse in ethnic and socioeconomic status, students might not have had opportunities to develop and display their talents. This is where the creation of a **talent pool** is appropriate. Students in the talent pool have demonstrated some areas of strength but many not yet meet the criteria for gifted identification. With the talent pool:
 - Use data to define the strengths
 - Scaffold for missing pieces of learning
 - Provide interventions that challenge students in their strength area/s
 - Collect more data about student performance during the interventions to use for possible identification and then ALP development

SPP Indicators 9 & 10: Are specific to CDE obligations

SPP Indicator 11: 100% of administrative units will provide parents and students with information and support to advocate, communicate and collaborate in educational programming and ALP development

- Partner with parents/guardians in understanding and acknowledging their child’s social and emotional needs
- Provide resources and information that will enable parents to participate in meaningful ways. (“Helping Gifted Children Soar” and “Parenting Gifted Kids”)
- Establish a parent lending library of resource books.
- Contact parents if an issue of concern is evident with their child; suggest professional consultation if a problem such as anxiety, sadness,

depression, or poor interpersonal relations continues for longer than a few weeks

- Establish support group such as the SENG Model (Webb and DeVries, 1998)
 - Hold meetings in conjunction with student regional events
 - Hold regional parent meetings at central location
 - Conduct groups via distance learning
- Share with parents importance of career-planning; identify student interests and passions
- Circulate/share information about career exploration opportunities available for students
- Encourage parents to share their career expertise with students at Career Fairs or within the school setting

SPP Indicator 12: 100% of administrative units will initiate discussions with higher education to help with the growth of gifted student education.

- Keep AUs informed of programs that may be useful to districts in their areas – especially those to be given online

SPP Indicator 13: 100% of administrative units provide early recognition, interventions and assessments for K-2 students building a body of evidence of strengths, needs and interests.

- USTARS science/literacy-based inquiry lessons for K-3 are perfect for underserved populations. Rural and free and reduced meal (FARM) students are a part of this group.

SPP Indicator 14: 100% of administrative units will identify support structures implemented for underserved gifted populations (e.g., support groups, social skill development, family involvement, skill scaffolding, shelter classes, tutoring, and multi-cultural training)

- Involve counselors, parents, & ELL teachers directly with RtI meetings.
- Teachers and counselors gain understanding of unique populations through staff development (underachieving, children of poverty, cultural differences, ELL, 2X) and readings (“Helping Gifted Children Soar”)
- Develop support groups for specific SE needs; Lunch Bunch groups
- Offer one-on-one “linkages” for specific students and “significant adults” at the school level
- Multi-cultural and scaffolding training for teachers and staff
- Identify tutors and link with specific students

SPP Indicator 15: Selected administrative units from each of the 8 educational regions will participate in the Colorado Gifted Education Review (C-GER).

- Maintain your evidence about gifted programming yearly so you will be ready for your review
- Perform periodic self-evaluations so you know how the SPP indicator goals are being accomplished by the AU and each district within the AU
- Review the schedule posted on the CDE website to know when your AU will be reviewed

SPP Indicator 16: 100% of the administrative units will submit an annual report based upon requirements for data collection and reporting.

- BOCES AU Director of Gifted Education needs to collaborate with districts and emphasize the importance of accurate record keeping and accountability for ALPs, budget, staff development
 - Meet with district bookkeepers and accountants on how to manage and record gifted funds
 - Speak at BOCES SAC meetings to make clear the districts' obligations
 - BOCES Directors of Gifted Education visit districts within their service area to make sure all stakeholders are compliant with Administrative Unit Plan and State Performance Plan Indicators.

Gifted Education in Small and Rural Districts

Possible Solutions to Common Challenges



1. Possible Challenges (use with slides 14-15 of PowerPoint - page 8 of this PDF)

- Each grade level may have few students, hence fewer gifted students

How Districts Meet the Challenge

- Structures for delivery
 - Flexible grouping within the classroom (for interest, product, learning style and /or readiness)
 - Classroom with cross-grade grouping
 - Peer tutoring and mentorships
 - After school clubs
- Differentiated Instruction
 - *Find the student's instructional level and provide instruction at that starting point.
 - Pre-assessments: District tests (*AIMSweb*®, NWEA, Star Reading and Math) Teacher-prepared pre-tests, Student demonstrations and discussions, Standardized tests, Teacher and parent observations and checklists, End of unit tests, Information from cumulative files or school personnel
 - *Monitor instructional pacing needs
 - Formative: Student work or products, Journals, Assignments, Quizzes, District tests, Discussions, Interviews
 - Summative: Commercial Assessments, District tests, Demonstrations, Projects, Presentations, Portfolios
 - *Accelerate in the area of strength with a continued emphasis on appropriate pacing
 - Acceleration (content specific or whole grade)
 - Clustering
 - Cross-grade level grouping
- Solicit parent and community involvement
 - Mentors supplement learning and motivation in the gifted area and as career models
 - Provide resources and information that will enable parents to participate in meaningful ways. (*Helping Gifted Children Soar, Parenting Gifted Kids, and Learning to Be a Durable Person*)
 - Establish a parent lending library of resource books
 - Contact parents if an issue of concern is evident with their child; suggest professional consultation if a problem such as anxiety, sadness, depression, or poor interpersonal relations continues for longer than a few weeks

- Establish support group such as the SENG Model (Webb and DeVries, 1998)
- Share with parents importance of career-planning; identify student interests and passions
- Circulate/share information of career exploration opportunities available for students
- Encourage parents to share their career expertise with students at Career Fairs or within the school setting
- Collaborate to bring gifted students together
 - Regional competitions (with school/district coaching)
 - Regional activities
 - Super Saturdays
 - Summer camps
 - Weekend retreats
 - Distance learning and online classes specifically for gifted students across regions

2. Possible Challenges (use with slides 16-23 of PowerPoint -- pages 9-11 of this PDF)

- Limited resources

How Districts Meet the Challenge

- Staffing challenges
 - Teacher incentives for professional development
 - Free graduate credit through GERC/AU funds for gifted classes
 - Matching funds through higher education or AU for endorsement or master's degree
 - Release days for planning (gifted or matching funds)
 - Provide funds for teachers to attend gifted conferences (CAGT, NAGC, workshops, etc.)
 - Incentives by district to become qualified in gifted education and move up pay scale by completing, e.g. 8 semester hours of Javits online classes
 - Scholarship options for credit through Colorado Academy for Educators of the Gifted, Talented, and Creative (CAEGTC)
 - Stipends for those working with the gifted
 - Fee paid to teach CDE online modules for AU (Facilitator must have TOT and hold master's degree to be able to do this for the regions.)
 - Stipends for teams of coordinators to plan collaborative activities for gifted students
 - Stipends to district coordinators

- Stipends for those mentoring students outside of school hours
 - BOCES mini grants for innovative gifted programming in districts
 - When highly qualified teachers are not available at the high school level, some small districts have opted to bus and pay for all juniors and seniors to attend the local community college all day, thus receiving dual credit for all classes.
 - Use technology to deliver professional development to teachers and administrators
- Material and equipment challenges
 - Use funds effectively
 - Coop opportunities through Center for Advanced Student Learning (CASL) to purchase professional development more effectively
 - Coop assessment materials (CogAT, Naglieri, KOI, etc.)
 - Coop curriculum (e.g. William and Mary), resources, equipment
 - Coop hiring of Webmaster for GT Website
 - Coop the hiring of someone to write parent communication pieces (letters, handbooks, newsletters, support groups)
 - Coop the hiring of itinerant GT district coordinators/resource teachers between close geographical areas
 - Share qualified teachers
 - Provide information, tuition and/or scholarships for summer opportunities and mentorships that supplement learning and motivation in the gifted area
 - Rocky Mountain Talent Search
 - DU and UNC gifted summer residential programs
 - Content/interest specific camps and summer schools
 - Seek additional funding sources – pool funds from various grants and local businesses to pay for opportunities for students in their strength areas (voc-tech funds, migrant funds etc.)
 - Use technology to your advantage
 - *Look for online coursework, especially in higher grades, if it is not available on campus
 - giftedkidsnetwork.com
 - **Challenging** college courses
 - Stanford Education Program for Gifted Youth
 - Brigham Young University
 - University of Nebraska
 - Take virtual field trips
 - www.virtualfreesites.com/tours.html
 - British Museum
www.britishmuseum.org/explore/online_tours.aspx
 - Louvre Museum
www.louvre.fr/liv/commun/home.jsp?bmLocale=en

- National Gallery of Art
www.nga.gov/onlinetours/index.shtm
- Yellowstone National Park
www.yellowstone.net/onlinetours
- Shakespeare's Globe Theatre
www.shakespeares-globe.org/virtualtour
- Download research materials
 - Many books available from Project Gutenberg – www.gutenberg.us
- Use for Career Education for students
 - Take virtual trips to investigate different careers that may not be available in area (eg. WebQuest)
- Use distance learning for:
 - AP and other advanced classes
 - Student and parent support groups
 - Use of Voice Over Internet Protocol and Web-based options
(eg. Skype, www.polycom.com, NetMeetings;ooVoo video chat and conferencing at www.oovoo.com) for audio-video real time meetings with controlled access to meetings
 - Professional development
 - Consultation and coaching
- See if providers will negotiate fees for services
 - Cooperate with other districts in area
 - Seek benefits for building of access towers on school property

3. Possible Challenges (use with slides 24-25 of PowerPoint -- pages 11-12 of this PDF)

- Community demographics may hinder nurturing gifted individuals

How Districts Meet the Challenge

- Build support groups outside of class time
 - Lunch Bunch for addressing personal and social issues – support group
 - Online chat rooms and Blogs monitored by school/district counselor
 - Book studies via distance learning
- Build affective and career education into regular classroom activities
- Use quality reading materials to guide affective development
 - When Gifted Kids Don't Have All the Answers
 - Helping Gifted Children Soar
 - Learning to be a Durable Person

- Solicit support from community
 - Locate mentors in community and role models for career exploration opportunities
 - Hold regional career fairs
- Integrate appropriate counseling goals into RtI process
- Integrate content and interest studies with existing community programs such as 4H and Soil Conservation Districts



*Suggestions for where to begin to meet the needs of gifted students in rural areas from Susan Assouline, Ph.D., Associate Director of The Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development at the University of Iowa. (Slides 26-29)

**SPENDING GIFTED EDUCATION FUNDS
IN SMALL DISTRICTS AND RURAL AREAS:
QUESTIONS AND ANSWERS**



Q & A: Spending Gifted Education Funds in Rural Areas

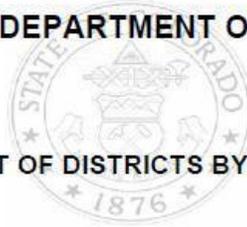
<p>What are the state program plan guidelines for spending</p>	<p>State gifted funds may be used for:</p> <ol style="list-style-type: none"> 1. Salaries for appropriately certified, endorsed or licensed personnel serving gifted students (gifted education directors, resource teachers, teachers of gifted student classrooms and counselors for gifted students); 2. Professional development related to gifted education; 3. Programming options specific to gifted students and outlined on advanced learning plans; 4. Supplies and materials used in instructional programming for gifted education; and, 5. Technology and equipment necessary for the education of gifted students, not to exceed twenty-five percent of the total amount of the annual state allocation.
<p>How might you use your gifted funds?</p>	<p>Personnel – director, coordinator, resource teacher, cluster teacher, teacher in specialized program for gifted learners Student - curriculum, assessment and instructional materials, content options and extensions related to advanced learning plans Professional development – educators and specific for parents of gifted learners</p> <p>Includes, but not limited to:</p> <ul style="list-style-type: none"> • Identification assessment procedures • Nurture and development of identified cohorts (talent pool) of student with indicators of potential within reasonable time lines • Regional plans addressing affective and instruction needs of gifted learners (e.g., counselor services, activates related to content extensions) • BOCES professional development and personnel to increase capacity • Early post-secondary enrollment options (e.g., 9th and 10th grade) • Scholarships for student summer programs matched to strength area • Mentorships, seminars, and other specialized programming for gifted learners; independent studies; project/service work • Online coursework • Creating small learning groups that includes a gifted learner at his/her instructional level • Off level testing; talent search testing <p>Ineligible State expenses include paraprofessional salary, supplies other than for gifted education needs, food for general meetings, and school-wide needs like public announcement systems or computers, athletic/sports uniforms, gym equipment, furniture, library media supplements, and expenses largely related to non-identified students.</p>

<p>What might be considered as matching funds?</p>	<ul style="list-style-type: none"> • Professional development activities that increase capacity of educators to address instructional and affective needs of students • Sharing of costs for student activities, materials, and curriculum • Personnel working directly with gifted learning clusters or specialized programs • Staff to manage collection and analysis of data, program plans and reports
<p>Carry forward funds</p>	<p>State funds are not carried forward, except in exceptional situations. Communication and collective budget planning sessions are recommended for determining use of funds, both locally and at the BOCES level; and for redistribution of funds as deemed necessary by the administrative unit. Network of directors and coordinators discuss budget priorities. For strong communication, it is recommended that the network “news” and planning priorities are communicated to each district superintendent and other personnel.</p> <p>In exceptional cases, a waiver is recommended and funds may be used for:</p> <ul style="list-style-type: none"> • General education funds that were used for gifted student education in the reporting fiscal year. • Additional days/time spent on gifted student education by the director or coordinator in the reporting fiscal year. • July – September gifted education expenditures that align with Program Plan goals • Supplement the gifted education regional grant expenditures from July – September; and earmark the resulting “additional” funds in the regional grant for administrative unit activities defined in the Program Plan. Regional GERC grants do not require matching funds.

APPENDIX



COLORADO DEPARTMENT OF EDUCATION



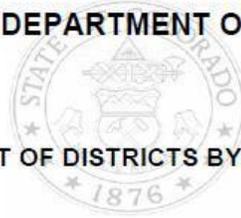
LIST OF DISTRICTS BY SIZE

601 TO 1,200			
DISTRICT	COUNTY	DISTRICT	COUNTY
AULT-HIGHLAND RE-9	WELD	HUERFANO RE-1	HUERFANO
BENNETT 29J	ADAMS	IGNACIO 11 JT	LA PLATA
BRANSON REORGANIZED 82	LAS ANIMAS	LIMON RE-4J	LINCOLN
BUENA VISTA R-31	CHAFFEE	MEEKER RE1	RIO BLANCO
BURLINGTON RE-6J	KIT CARSON	NORTH CONEJOS RE-1J	CONEJOS
CALHAN RJ-1	EL PASO	PARK COUNTY RE-2	PARK
CENTER 26 JT	SAGUACHE	PEYTON 23 JT	EL PASO
CRIPPLE CREEK-VICTOR RE-1	TELLER	PLATTE VALLEY RE-7	WELD
CROWLEY COUNTY RE-1-J	CROWLEY	ROCKY FORD R-2	OTERO
DEL NORTE C-7	RIO GRANDE	SALIDA R-32	CHAFFEE
DOLORES RE-4A	MONTEZUMA	STRASBURG 31J	ADAMS
ELLICOTT 22	EL PASO	WIGGINS RE-50(J)	MORGAN
GARFIELD 16	GARFIELD	WRAY RD-2	YUMA
HOLYOKE RE-1J	PHILLIPS	YUMA 1	YUMA

301 TO 600			
DISTRICT	COUNTY	DISTRICT	COUNTY
AKRON R-1	WASHINGTON	MANCOS RE-6	MONTEZUMA
BIG SANDY 100J	ELBERT	MIAMI/YODER 60 JT	EL PASO
BUFFALO RE-4	LOGAN	NORWOOD R-2J	SAN MIGUEL
BYERS 32J	ARAPAHOE	PLATEAU VALLEY 50	MESA
COTOPAXI RE-3	FREMONT	RANGELY RE-4	RIO BLANCO
CUSTER COUNTY SCHOOL DISTRICT C-1	CUSTER	RIDGWAY R-2	OURAY
ELBERT 200	ELBERT	SANFORD 6J	CONEJOS
EXPEDITIONARY BOCES	COLORADO BOCs	SANGRE DE CRISTO RE-22J	ALAMOSA
FOWLER R-4J	OTERO	SARGENT RE-33J	RIO GRANDE
GILPIN COUNTY RE-1	GILPIN	SOUTH CONEJOS RE-10	CONEJOS
GRANADA RE-1	PROWERS	SOUTH ROUTT RE 3	ROUTT
HANOVER 28	EL PASO	SPRINGFIELD RE-4	BACA
HAYDEN RE-1	ROUTT	SWINK 33	OTERO
HOEHNE REORGANIZED 3	LAS ANIMAS	TELLURIDE R-1	SAN MIGUEL
HOLLY RE-3	PROWERS	VILAS RE-5	BACA
JULESBURG RE-1	SEDGWICK	WEST END RE-2	MONTROSE
KIOWA C-2	ELBERT	WEST GRAND 1-JT.	GRAND
LAS ANIMAS RE-1	BENT	WILEY RE-13 JT	PROWERS

PREPARED BY DATA AND RESEARCH
2/10/1004

COLORADO DEPARTMENT OF EDUCATION



LIST OF DISTRICTS BY SIZE

300 OR LESS			
DISTRICT	COUNTY	DISTRICT	COUNTY
AGATE 300	ELBERT	KIM REORGANIZED 88	LAS ANIMAS
AGUILAR REORGANIZED 6	LAS ANIMAS	KIT CARSON R-1	CHEYENNE
ARICKAREE R-2	WASHINGTON	LA VETA RE-2	HUERFANO
ARRIBA-FLAGLER C-20	KIT CARSON	LIBERTY J-4	YUMA
BETHUNE R-5	KIT CARSON	LONE STAR 101	WASHINGTON
BRIGGSDALE RE-10	WELD	MANZANOLA 3J	OTERO
CAMPO RE-6	BACA	MC CLAVE RE-2	BENT
CENTENNIAL BOCES	COLORADO BOCES	MOFFAT 2	SAGUACHE
CENTENNIAL R-1	COSTILLA	MOUNTAIN BOCES	COLORADO BOCES
CHERAW 31	OTERO	MOUNTAIN VALLEY RE 1	SAGUACHE
CHEYENNE COUNTY RE-5	CHEYENNE	NORTH PARK R-1	JACKSON
COLORADO DETENTION CENTERS		OTIS R-3	WASHINGTON
CREEDE CONSOLIDATED 1	MINERAL	OURAY R-1	OURAY
DE BEQUE 49JT	MESA	PAWNEE RE-12	WELD
DEER TRAIL 26J	ARAPAHOE	PLAINVIEW RE-2	KIOWA
DOLORES COUNTY RE NO.2	DOLORES	PLATEAU RE-5	LOGAN
EADS RE-1	KIOWA	PLATTE VALLEY RE-3	SEDGWICK
EDISON 54 JT	EL PASO	PRAIRIE RE-11	WELD
FRENCHMAN RE-3	LOGAN	PRIMERO REORGANIZED 2	LAS ANIMAS
GENOA-HUGO C113	LINCOLN	PRITCHETT RE-3	BACA
HAXTUN RE-2J	PHILLIPS	SIERRA GRANDE R-30	COSTILLA
HINSDALE COUNTY RE 1	HINSDALE	SILVERTON 1	SAN JUAN
HI-PLAINS R-23	KIT CARSON	STRATTON R-4	KIT CARSON
IDALIA RJ-3	YUMA	WALSH RE-1	BACA
KARVAL RE-23	LINCOLN	WELDON VALLEY RE-20(J)	MORGAN
		WOODLIN R-104	WASHINGTON

PREPARED BY DATA AND RESEARCH
2/10/1004

COLORADO DEPARTMENT OF EDUCATION

LIST OF SCHOOL DISTRICTS BY SETTING



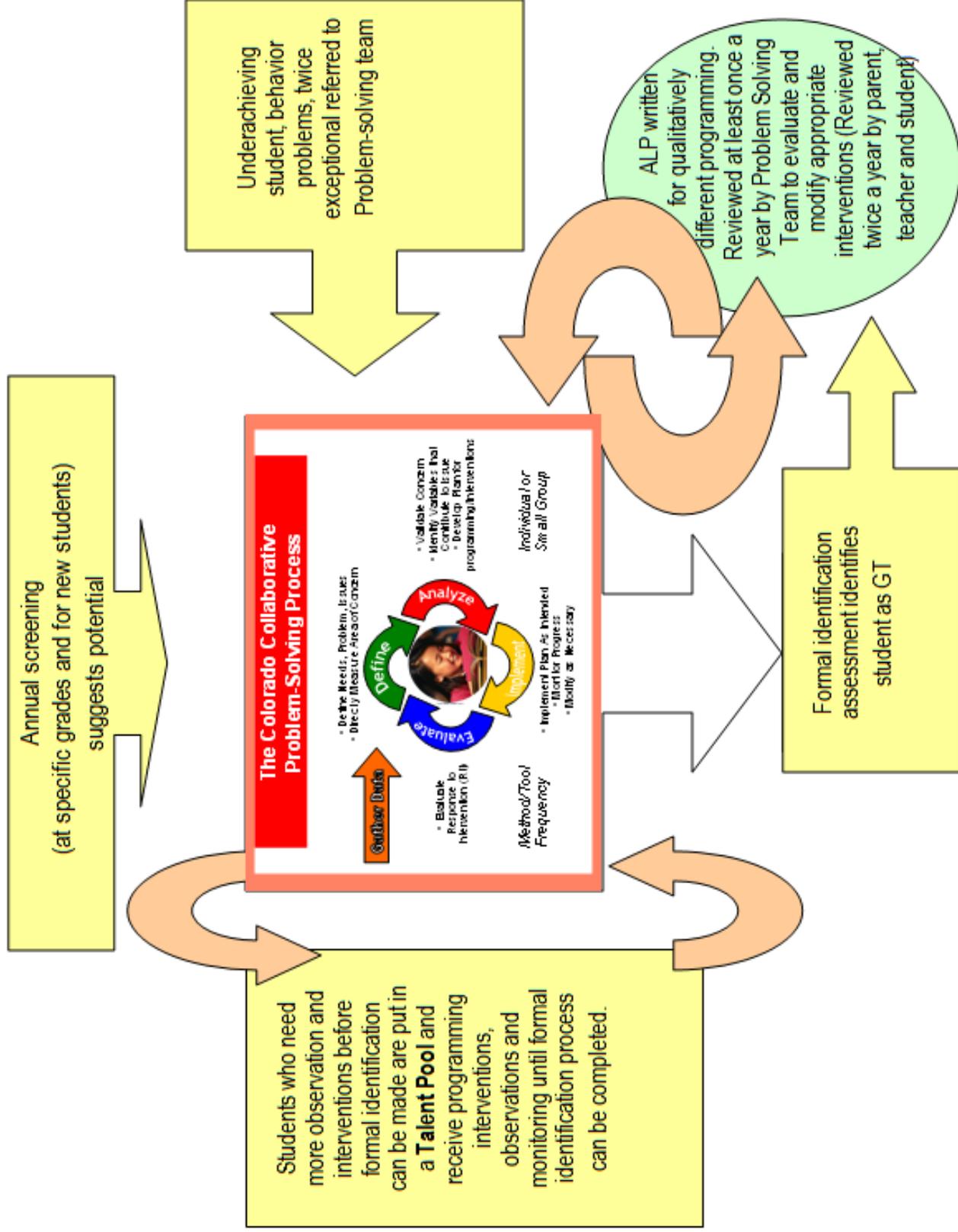
DENVER METRO	COUNTY	OUTLYING CITY	COUNTY
ADAMS COUNTY 14	ADAMS	WESTMINSTER 50	ADAMS
ADAMS-ARAPAHOE 28J	ADAMS	ALAMOSA RE-11J	ALAMOSA
BOULDER VALLEY RE 2	BOULDER	CANON CITY RE-1	FREMONT
BRIGHTON 27J	ADAMS	DURANGO 9-R	LA PLATA
CHERRY CREEK 5	ARAPAHOE	EAST OTERO R-1	OTERO
DENVER COUNTY 1	DENVER	FORT MORGAN RE-3	MORGAN
DOUGLAS COUNTY RE 1	DOUGLAS	LAMAR RE-2	PROWERS
ENGLEWOOD 1	ARAPAHOE	MOFFAT COUNTY RE:NO1	MOFFAT
JEFFERSON COUNTY RE-1	JEFFERSON	MONTEZUMA-CORTEZ RE-1	MONTEZUMA
LITTLETON 6	ARAPAHOE	MONTROSE COUNTY RE-1J	MONTROSE
MAPLETON 1	ADAMS	ROARING FORK RE-1	GARFIELD
NORTHGLENN-THORNTON 12	ADAMS	STEAMBOAT SPRINGS RE-2	ROUTT
SHERIDAN 2	ARAPAHOE	TRINIDAD 1	LAS ANIMAS
ST. VRAIN VALLEY RE1J	BOULDER	VALLEY RE-1	LOGAN

URBAN-SUBURBAN	COUNTY	URBAN-SUBURBAN	COUNTY
ACADEMY 20	EL PASO	MANITOU SPRINGS 14	EL PASO
CHEYENNE MOUNTAIN 12	EL PASO	MESA COUNTY VALLEY 51	MESA
COLORADO SPRINGS 11	EL PASO	POUDRE R-1	LARIMER
FALCON 49	EL PASO	PUEBLO CITY 60	PUEBLO
FOUNTAIN 8	EL PASO	PUEBLO COUNTY RURAL 70	PUEBLO
GREELEY 6	WELD	THOMPSON R-2J	LARIMER
HARRISON 2	EL PASO	WIDFIELD 3	EL PASO
LEWIS-PALMER 38	EL PASO		

RURAL	COUNTY	RURAL	COUNTY
AGATE 300	ELBERT	KIT CARSON R-1	CHEYENNE
AGUILAR REORGANIZED 6	LAS ANIMAS	LA VETA RE-2	HUERFANO
ARICKAREER-2	WASHINGTON	LONE STAR 1-1	WASHINGTON
ARRIBA-FLAGLER C-20	KIT CARSON	MANCOS RE-6	MONTEZUMA
BETHUNER-5	KIT CARSON	MANZANOLA 3J	OTERO
BIG SANDY 100J	ELBERT	MC CLAVE RE-2	BENT
BRANSON REORGANIZED 82	LAS ANIMAS	MIAMI/YODER 60 JT	EL PASO
BRIGGSDALE RE-10	WELD	MOFFAT 2	SAGUACHE
BUFFALO RE-4	LOGAN	MOUNTAIN VALLEY RE1	SAGUACHE
BYERS 32J	ARAPAHOE	NORTH CONEJOS RE-1J	CONEJOS
CALHAN RJ-1	EL PASO	NORTH PARK R-1	JACKSON
CAMPO RE-6	BACA	NORWOOD R-2J	SAN MIGUEL
CENTENNIAL R-1	COSTILLA	OTIS R-3	WASHINGTON
CHERAW 31	OTERO	OURAY R-1	OURAY
CONSOLIDATED C-1	CUSTER	PARK COUNTY RE-2	PARK
COTOPAXI RE-3	FREMONT	PAWNEE RE-12	WELD
CREEDE CONSOLIDATED 1	MINERAL	PEYTON 23 HT	EL PASO
CRIPPLE CREEK-VICTOR RE-1	TELLER	PLAINVIEW RE-2	KIOWA
DE BEQUE 49JT	MESA	PLATEAU RE-5	LOGAN
DEER TRAIL 26J	ARAPAHOE	PLATEAU VALLEY 50	MESA
DOLORES COUNTY RE NO 2	DOLORES	PLATTE CANYON 1	PARK
DOLORES RE-4A	MONTEZUMA	PLATTE VALLEY RE-3	SEDGWICK
EADS RE-1	KIOWA	PRAIRIE RE-11	WELD
EDISON 54 JT	EL PASO	PRIMERO REORGANIZED 2	LAS ANIMAS
ELBERT 200	ELBERT	PRITCHETT RE-3	BACA
ELIZABETH C-1	ELBERT	RIDGWAY R-2	OURAY
ELLCOTT 22	EL PASO	SANFORD 6J	CONEJOS
FRENCHMAN RE-3	LOGAN	SANGRE DE CRISTO RE-22J	ALAMOSA
GARFIELD 16	GARFIELD	SARGENT RE-33J	RIO GRANDE
GENOA-HUGO C113	LINCOLN	SIERRA GRANDER-30	COSTILLA
GILPIN COUNTY RE-1	GILPIN	SILVERTON 1	SAN JUAN
GRANADA RE-1	PROWERS	SOUTH CONEJOS RE-10	CONEJOS
HANOVER 28	EL PASO	SOUTH ROUTT RE 3	ROUTT
HATXTUN RE-2J	PHILLIPS	STRASBURG 31J	ADAMS
HINSDALE COUNTY RE 1	HINSDALE	STRATTON R-4	KIT CARSON
HI-PLAINS R-23	KIT CARSON	SWINK 33	OTERO
HOEHNE REORGANIZED 3	LAS ANIMAS	VILAS RE-5	BACA
HOLLY RE-3	PROWERS	WALSH RE-1	BACA
IGNACIO 11 JT	LA PLATA	WELDON VALLEY RE-20(J)	MORGAN
KARVAL RE-23	LINCOLN	WEST END RE-2	MORGAN
KEENESBURG RE-3(J)	WELD	WIGGINS RE-50(J)	MORGAN
KIM REORGANIZED 88	LAS ANIMAS	WILEY RE-13 JT	PROWERS
KIOWA C-2	ELBERT	WOODLIN R-104	WASHINGTON

OUTLYING TOWN	COUNTY	OUTLYING TOWN	COUNTY
AKRON R-1	WASHINGTON	HAYDEN RE-1	ROUTT
ARCHULETA COUNTY 50 JT	ARCHULETA	HOLYOKE RE-1J	PHILLIPS
ASPEN 1	PITKIN	HUERFANO RE-1	HUERFANO
AULT-HIGHLAND RE-9	WELD	JOHNSTOWN-MILLIKEN RE- 5J	WELD
BAYFIELD 10 JT-R	LA PLATA	JULESBURG RE-1	WEDGWICK
BENNETT 29J	ADAMS	LAKE COUNTY R-1	LAKE
BRUSH RE-2J	MORGAN	LAS ANIMAS RE-1	BENT
BUENA VISTA R-31	CHAFFEE	LIMON RE-4J	LINCOLN
BURLINGTON RE-6J	KIT CARSON	MEEKER RE1	RIO BLANCO
CENTER 26 JT	SAGUACHE	MONTE VISTA C-8	RIO GRANDE
CHEYENNE COUNTY RE-5	CHEYENNE	PARK (ESTES PARK) R-3	LARIMER
CLEAR CREEK RE-1	CLEAR CREEK	PLATTE VALLEY RE-7	WELD
CROWLEY COUNTY RE-1-J	CROWLEY	RANGELY RE-4	RIO BLANCO
DEL NORTE C-7	RIO GRANDE	ROCKY FORD R-2	OTERO
DELTA COUNTY 50(J)	DELTA	SALIDA R-32	CHAFFEE
EAGLE COUNTY RE 50	EAGLE	SPRINGFIELD RE-4	BACA
EAST GRAND 2	GRAND	SUMMIT RE-1	SUMMIT
EAST YUMA COUNTY RJ-2	YUMA	TELLURIDE R-1	SAN MIGUEL
EATON RE-2	WELD	WELD RE-8	WELD
FLORENCE RE-2	FREMONT	WEST GRAND 1-JT	GRAND
GARFIELD RE-2	GARFIELD	WINDSOR RE-4	WELD
GILCREST RE-1	WELD	WOODLAND PARK RE-2	TELLER
GUNNISON WATERSHED RE1J	GUNNISON		

Gifted Education Integrated with RtI in Rural Schools



International Programs

MAKE THE GLOBAL CONNECTION THROUGH 4-H

We live in a world community. This realization makes it imperative for each of us to think beyond our national boundaries. One way to learn about the people from other cultures is to live, work and play side-by-side as family members.

These types of cross-cultural experiences add to global education and promote peace.

Colorado 4-H International Programs encourage young people and families from different cultures to establish close relationships through exchange experiences.

Why participate in 4-H International Programs?

As a host family, you gain a chance to share your culture with someone from a different country, and see your community through the eyes of a foreign friend.

As an exchangee, you gain an opportunity to live in a different culture as a family member instead of as a tourist.

Colorado 4-H-Japan Teen Exchange

The inbound exchange involves 100 Japanese young people, ages 12 to 18. The mid-July to mid-August visit

to Colorado becomes a learning experience for the exchangee and the host family.

Host families do not need to be connected with 4-H in order to participate. Host family applications due May 1.

The outbound exchange involves a family that acts as a host for a Japanese youth. This enables their son or daughter, ages 12-18, to apply to be a delegate to Japan for a four-week or seven-week homestay experience. Travel expenses, however, must be assumed by the traveler. Applications due March 1.

Japanese Year-Long High School Program

Through this program, Japanese high school students, ages 15-18, experience a one-year homestay with American families. This opportunity will bring the world to your home, school and community.

Program expenses are borne by the traveler. Host family applications due May 1.

The Future Leaders Exchange (FLEX)

Through this program, promoted and funded by the U.S. State Department, Eurasian high school students, ages 15-18, experience a one-year homestay with American families while they attend an American high school. This program is a rewarding way to promote peace and understanding between the United States and the New Independent States of the former Soviet Union.

FLEX participants come from Armenia, Azerbaijan, Belarus, Georgia, Kazakhstan, Kyrgystan, Moldova, Russia, Tajikistan, Turkmenistan, Ukraine, and Uzbekistan.

Host family applications due May 1.

Japanese Internship Program

Participants must be at least 18 years old. They live and work in Japan for one year. The intern lives with a host family, works in the Japanese exchange office, studies the Japanese language and travels throughout the country. A monthly stipend, travel expenses and homestay accommodations are provided.

Applications due December 1.

Adult and Family Exchange Program

These inbound-outbound programs are designed each year for adults of all ages and families to travel together and explore another culture. For the 10-day program, families stay with host families through the 4-H/Japanese, 4-H/Mexico and 4-H/Korea programs.

Program timing varies from year to year and expenses are borne by the traveler.

International 4-H Youth Exchange (IFYE)

Representative Participants, ages 19-30, visit a foreign country for three to six months. The delegate lives and works with host families, gaining a unique perspective about another culture. Representatives have the opportunity to visit countries in: Africa, Asia, Australia, Eastern Europe, Latin America, and Western Europe. Upon return to the U.S., the IFYE travels to Colorado communities to share experiences and broaden awareness. The Colorado 4-H Youth Fund offers two full scholarships each year (personal spending money excluded.)

Applications due October 1.

Incoming IFYE's stay two or three weeks, with each of several host families, during their three-month stay in Colorado. They share information about their country, culture and the IFYE program with various community groups and travel throughout Colorado during their visit. Contact the 4-H International Programs office for more information.

International 4-H Youth Exchange (IFYE) Ambassador

Ambassadors, ages 15 to 25, travel four or six weeks to another country.

They stay with a host family and travel in a group accompanied by an adult group leader. Participating countries vary each year. Program expenses are borne by the traveler.

Applications due December 15.

How would you like to be involved?

Rev. 6/27/05

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